

DRAFT - Delivery Strategy Job Aid

What is a delivery strategy?

A delivery strategy is the medium used to deliver training to participants. To be effective, it must be based on sound learning objectives and compatible instructional strategies. The delivery strategy is what the participants “see” and experience, making it the most visible portion of the instructional design.

For example, the president of the United States may make a speech informing Americans on current events. He may deliver the same speech on TV or over the radio. The same message is received by the audience, however the mediums, or *delivery strategies*, are different.

Delivery strategy vs. instructional strategy

Delivery strategy (medium)

- Medium by which instruction is presented to participants
- Examples: classroom, videoconference, computer-based, etc.

Instructional strategy (method)

- Method by which information (content) is organized and sequenced
- Examples: case study, workshop, lecture, game, etc.

* The instructional strategy is determined during the design phase. However, both strategies must be compatible with one another for an effective learning product. To begin to determine high-level instructional strategies, see attached *Instructional Strategies Job Aid* in the appendix.

What to consider when selecting a delivery strategy:

It is important to understand the different training options available. While choosing one training method does not assume that one type of training is ‘better’ than another, it recognizes the advantages and disadvantages of each type of training for varying types of training needs or training factors.

These factors include:

- Size of audience
- Geographic dispersion
- Complexity of content
- Task simulation
- Collaborative work tasks
- Computer comfort
- Development costs
- Deployment time/costs
- Need for maintenance

Some common delivery strategies include:

	Classroom-based	Video Conference	Manual/Paper-based	Computer-based
What is it?	<ul style="list-style-type: none"> • Instructor-led delivery in a structured classroom setting, at a regional or central training facility; May be supplemented by technology 	<ul style="list-style-type: none"> • Delivery of training/key messages via satellite TV/computer to various remote locations (could include classrooms) • Video training can range from simply videotaping an instructor-led or expert-led training session to producing a video that contains people, graphics, system screens and/or animation. 	<ul style="list-style-type: none"> • Learner-controlled - Self-study training is self-paced and delivered through paper-based materials. Can be completed at when needed 	<ul style="list-style-type: none"> • Computer-Based Training (CBT) is delivered on a personal computer with the possible combination of sound, graphics, text, and video.
Size of audience	<ul style="list-style-type: none"> • Smaller audiences 	<ul style="list-style-type: none"> • Total audience is large 	<ul style="list-style-type: none"> • Total audience is large 	<ul style="list-style-type: none"> • Total audience is large

	Classroom-based	Video Conference	Manual/Paper-based	Computer-based
Geographic dispersion	<ul style="list-style-type: none"> • Resource availability may be a factor for regional delivery 	<ul style="list-style-type: none"> • Need to quickly get information to a dispersed audience • Reduces travel costs associated with use of a regional site 	<ul style="list-style-type: none"> • Reduces travel costs • Consistent delivery for highly dispersed audiences 	<ul style="list-style-type: none"> • Reduces travel costs • Consistent delivery for highly dispersed audiences
Complexity of content	<ul style="list-style-type: none"> • Content is potentially unstable • Instructors adapt to audience needs • Knowledge, application, and problem-solving 	<ul style="list-style-type: none"> • Knowledge dissemination and some skill building • Content is unstable 	<ul style="list-style-type: none"> • Content is potentially unstable • Want consistent delivery • Knowledge, application level 	<ul style="list-style-type: none"> • Content relatively stable • Simulate actual tasks • Application or problem solving
Task simulation	<ul style="list-style-type: none"> • Provides safe practice of skills 	<ul style="list-style-type: none"> • Minimal feedback opportunities 	<ul style="list-style-type: none"> • Minimal feedback opportunities 	<ul style="list-style-type: none"> • Program allows for individualized feedback, proof of mastery • Provides safe practice of skills
Collaborative work tasks	<ul style="list-style-type: none"> • Exposure to organization, networking, and sharing “war stories” • Allows exchange of ideas, elaboration of content, and feedback 	<ul style="list-style-type: none"> • Collaboration not critical 	<ul style="list-style-type: none"> • Collaboration not critical 	<ul style="list-style-type: none"> • Individualized self-paced instruction
Computer comfort	<ul style="list-style-type: none"> • Not necessary unless using technology to support delivery strategy 	<ul style="list-style-type: none"> • Could use computers 	<ul style="list-style-type: none"> • Could potentially use computers to download document from web 	<ul style="list-style-type: none"> • Encourages use of computers and/or improves computer skills
Development time	<ul style="list-style-type: none"> • Multiply at the rate of 1 hour of time per page for Participant materials and 1 hour per page for instructor Materials. • Include 10 hours lesson plan development 	<ul style="list-style-type: none"> • 3 hours per minute for script • Include 10 hours lesson plan development 	<ul style="list-style-type: none"> • Multiply at the rate of 1 hour of time per page for Participant materials • Include 10 hours lesson plan development 	<ul style="list-style-type: none"> • 2.5 hours per minute of CBT • Include 10 hours lesson plan development
Development costs	<ul style="list-style-type: none"> • Instructional Designer - \$24.56 hour plus benefits • Management or Organization Specialist - \$28.50 per hour plus benefits • Produce slides - \$15 to \$50 per slide 	<ul style="list-style-type: none"> • \$1,000 to \$3,000 per finished-minutes (PFM) depending upon concept, locations, talent, special effects, etc. 	<ul style="list-style-type: none"> • Student guide - four to eight hours development time to produce 1/2 to 2 pages – See Class room development costs 	<ul style="list-style-type: none"> • Category 1: Baseline Presentation. Basically a knowledge or familiarization lesson, in linear format for introducing an idea or concept. • Estimated Average Cost Per Hour Of Instruction - \$1,901.00 to \$2,170.00
Deployment costs	<ul style="list-style-type: none"> • Classroom Instructor - \$22.56 hour plus benefits • Instructor Preparation - Course is five days or less, then 3 hours of preparation for each hour of training 	<ul style="list-style-type: none"> • Cost depends on number of sites being broadcast. Studio time is major cost driver. 	<ul style="list-style-type: none"> • Costs will vary based on distribution of materials, printing issues (# of manuals, pages, color graphics, binding. 	<ul style="list-style-type: none"> • Costs will vary based on interactivity, graphics-intensive, how much video
Need for maintenance	<ul style="list-style-type: none"> • Low to Medium depending on content. Basic Skills courses require less while policy/procedure updates require somewhat more. 	<ul style="list-style-type: none"> • Low, typically used as a single event or taped live for later viewing 	<ul style="list-style-type: none"> • Medium to High, based on subject matter volatility 	<ul style="list-style-type: none"> • Low to Medium depending on deployment medium, web based requires more on-going maintenance than CD-ROM
Benefits	<ul style="list-style-type: none"> • Interactive/motivational, depending on the instructor • High comfort level for participants 	<ul style="list-style-type: none"> • Information is disseminated quickly at a relatively low cost • Reach a very large audience • Participants can ask experts questions through phone links 	<ul style="list-style-type: none"> • Consistent delivery, learner controlled, flexible completion times/places • Available on-demand at point of need 	<ul style="list-style-type: none"> • Consistent delivery, learner controlled, flexible completion times/places • Individualized feedback • Available on-demand, at point of need
Challenges	<ul style="list-style-type: none"> • Requires on-going support for trainers and logistics. • Only small groups can be trained per session. 	<ul style="list-style-type: none"> • Interaction is impersonal, technology issues may limit audience • Skill building is difficult to measure 	<ul style="list-style-type: none"> • Not interactive 	<ul style="list-style-type: none"> • Programmed content may not meet all learning styles/needs.

Directions for using the delivery strategy template:

The table above “**Some common delivery strategies**” and the delivery strategy template list the same factors and the same delivery strategies, except the template modifies the descriptions. For more detail please refer to the beforehand mentioned table in this job aid.

1. Using the delivery strategy template, ask the team the question beside the delivery factor.
2. Based on the knowledge gained from the audience analysis, learning objectives, and content scope, write ONE delivery strategy (classroom, videoconference, paper-based, or CBT) in the **Preferred Strategy** column.
3. Repeat this step for all of the delivery factors.
4. Once the preferred strategy column has been completed, review the factors that are a high priority for the training to be effective and place a check mark in the **Priority** column. (For example, if customer service is the topic of the training, “Collaborative work tasks” could be a high priority factor)
5. When complete, determine which delivery strategy is preferred the most, or where marks have fallen on high priority factors.
6. Remember, this is a guideline to think about using other delivery strategies, but not an absolute. Evaluate all training strategies before selecting the final strategy.